



Kings Collegiate Charter School

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Will Herman, Director of Operations (Kings Elementary School), **Christie Chow**, Director of Operations (Kings Collegiate), and **Mitchell Lincoln** (Uncommon Leadership Charter School) prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Linton Mann III Chair	Linton Mann III Chair
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Rob Sgobbo has served as the Kings Elementary principal since 2016, Scott Schuster has served as the Kings Collegiate principal since 2010, and Sean Gavin has served as the Uncommon Leadership Charter High School since 2017.

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MISSION and GRADES SERVED

The mission of Kings Collegiate Charter School (KCCS) is to prepare each student for college.

Kings Collegiate Charter School opened on August 22, 2007. The school opened with 5th grade and has served grades 5 – 8 since 2010. Kings Elementary opened in 2016 and had grades K-1 during the 2017-2018 school year. This is the first year (2017-2018) KCCS will open its doors to its first high school class with Uncommon Preparatory Charter serving 9th grade. Eventually, Kings Collegiate will become a K-12 school with the elementary and high school adding an additional grade each year.

STUDENT POPULATION

Gender	51% Male	49% Female	
Free & Reduced Lunch	80%		
Special Needs	13%		
Race	95% Black	4% Hispanic	1% Other
English Language Learners	.05%		

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	Total
2009-10						90	63	53			206
2010-11						81	77	62	49		269
2011-12						79	71	65	58		273
2012-13						84	65	71	65		285
2013-14						75	79	68	66		288
2014-15						82	85	75	67		309
2015-16						87	87	86	71		331
2016-17	85					90	87	88	82		432
2017-18	78	84				90	90	88	82	116	610

STRATEGY

Kings Collegiate Charter School's educational program rests on three pillars:

1. We believe that creativity flourishes within structured academic environments.
Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.
2. We have very high academic and behavioral expectations.
High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.
3. We know that without great teachers, nothing else matters.
Teachers must have the time and professional tools and resources to do their jobs effectively.

At Kings Collegiate, we do not believe that there is a panacea that makes a school work. Nor do we pretend that what we do is “rocket science” or necessarily innovative. KCCS teachers work hard and use common sense because elevating student achievement and transforming lives requires constant attention to hundreds of different elements – not one, magical 100% solution but rather one hundred, individual 1% solutions.

DESIGN

Kings Collegiate Charter School’s school design includes seven core components.

Focus on Literacy. Many of our students beginning in grade 5 are reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of KCCS students, therefore, is tied to mastering this fundamental skill. In 2017-218, KCCS provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours of daily literacy instruction;
- Additional 30 minutes of Guided Reading in 5th and 6th grade to target specific reading levels in small groups;
- Additional 30 minutes of Guided Reading in 7th and 8th grade to the students who needed it most;
- A 90-minute “Close Reading” block to serve as their ELA time on Fridays;
- Requiring students to read reading level-appropriate books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry a silent reading book at all times to serve as the entrance ticket to school in the morning, make better use of transition time in the hallways, and ensure that there is never a lost moment during the day since “you never know when you’ll have a chance to read.”

Target Curriculum Focused on Basic Skills. KCCS does not use an off-the-shelf curriculum. Rather, KCCS develops curriculum directly from the New York State Learning Standards that ensures

students master a core set of basic academic skills before they can master higher-level, abstract material.

KCCS teachers pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State. At the same time, we trust teachers to adapt the subject topics and performance standards according to their professional expertise. KCCS teachers create a comprehensive curriculum for their subject, saved on the school's shared drive, with a year-long scope and sequence, a Curriculum Alignment Template that groups objectives into units of study with a learning activity and assessment identified for each objective, weekly syllabi, daily lesson plans, and assessment materials. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the New York State, Mathematics, and English Language Arts exams, KCCS administered several assessments throughout the year. In all of Uncommon schools, grades K-4 administer three internally-aligned Interim Assessments and one Final Exam in Math, English Language Arts, Science and History in addition to STEP assessments. In grades 5-8, we administer three internally-aligned Interim Assessments and one Final Exam in Math, English Language Arts, Science and History. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. KCCS teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. KCCS also utilized the information to target content- and skills-driven tutoring and small-group instruction afterschool and on Saturdays. During the 2016-2017 school year, Kings Collegiate also administered the Common Core Algebra Exam and Living Environment Regents Exam to 8th graders.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Kings Collegiate has a longer-than-usual school day and longer-than-usual school year. During the 2017-2018 school year, Kings Collegiate was open 185 instructional days for students (205 days for teachers). For most students, the regular school day began at 7:45 AM and ended at 4:05 PM.

Students had hour-long periods four days a week and a Friday Schedule that consisted of: a 90 minute Close-Reading ELA block, a 45-minute math block and then alternating periods of history/science every other Wednesday. Fifth through eighth grade students at Kings Collegiate received weekly:

- 9 periods of Mathematics
- 9 periods of English Language Arts (Reading and Writing)
- 4-5 periods of Social Studies

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- 4-5 periods of Science
- 1 period of Advisory/Character Education
- 3 periods of Enrichment

Kings Collegiate students extended their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night.

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Kings Collegiate students, freshman year of college will be a natural extension of their educational experience at KCCS. During the first week of school, teachers and administrative members focused on an element of their college experience through a short presentation during an extended morning advisory time.

Kings Collegiate students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned the college application process and life as a college student. Students also won T-shirts from their namesake advisories. Our 5th grade students visited Fordham University and Harvard, our 6th grade and 7th grade students visited New York University, and our 8th grade visited UC Berkeley and Stanford.

In addition to core curriculum classes, Kings Collegiate added music in addition to fitness to our Specials program. We believe that in order for students to be well-rounded in and outside of the classroom, they must have constant experiences and exposure to things such as the arts, health, fitness, etc.

KCCS' school culture is based on its five core THINK values of "Tenacity," "High Expectations," "Integrity," "No Excuses," and "Kindness." Kings students are expected to consistently demonstrate these characteristics wherever they find themselves and are rewarded with paycheck dollars (Cubs Cash) when they model these characteristics well or go above and beyond. Students earning Cubs Cash receive the opportunity to represent the school on merit trips and trade their Cubs Cash at Dollar Den for tangible rewards. Every month, by participating in Cubs Cash-earned trips either with a group of the top Cubs Cash earners or one-on-one/two-on-one with staff members, Cubs Cash winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service). During the 2017-2018 school year, Kings Collegiate students:

- Carved and took home pumpkins for Halloween;
- Went on grade-level field trips through the 4 boroughs;
- Visited the Met, the Tenements' Museum the New York Museum of Natural History, the Metropolitan Museum of Art, and the Brooklyn Museum of Art;
- Went to the movies or dinner with a staff member and ate Ethiopian or Japanese food for the first time;
- Played basketball against staff members.

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2017-2018, KCCS created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code;
- Paycheck system that defined clear expectations and provided an immediate responses to positive behavior;
- Paycheck and detention system that defined clear expectations and provided immediate responses to negative or inappropriate behavior;
- Rubric system that provided immediate feedback to classes at the end of each class each day; and
- Common Blackboard Configuration (BBC) consisting of a Do Now, Aim, Agenda, and Homework.

Insist on Family Involvement. KCCS' educational program is structured so that families must be involved in their child's academic pursuits. In 2017-2018, KCCS families:

- Picked up their child's report card in person at the school three times during the year;
- Met with teachers and staff on dozens of occasions to formally and informally discuss their child's academic and behavioral performance;
- Maintained an open line of communication with their child's teachers through in-person meetings, phone calls, and e-mails;
- Were called at home or at work each day if their child earned study hall;
- Attended Family Involvement Committee meetings throughout the year to better understand the curricular program and how to support their students' learning at home, learn about summer camp opportunities, talk about how to communicate with their pre-teen, and learn how to budget and save for college;
- Were asked to offer input on the school on annual surveys, grading the school on how it was doing;
- Were offered the opportunity to watch their children perform in their chosen Enrichment activity at a public performance during the course of the year;
- Were invited to grade-level pot-luck dinners to meet and socialize with KCCS staff members;
- Participated in a family advocacy day for charter schools.

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 school year, and either remained in the school for the rest of the year or left for an acceptable reason.

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(See New York State Education Department’s SIRS Manual for more details about cohort eligibility: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2015-16	2012-13	2012	N/A	N/A	N/A
2016-17	2013-14	2013	N/A	N/A	N/A
2017-18	2014-15	2014	N/A	N/A	N/A

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012	N/A	N/A	N/A
2016-17	2013-14	2013	N/A	N/A	N/A
2017-18	2014-15	2014	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort’s Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason	Total Graduation Cohort (a) + (b)
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				(b)	
2015-16	2011-12	2011	N/A	N/A	N/A
2016-17	2012-13	2012	N/A	N/A	N/A
2017-18	2013-14	2013	N/A	N/A	N/A

GOAL 1: HIGH SCHOOL GRADUATION

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Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Promotion Policies

Scholars who receive a final failing grade (below a 70) for a class do not receive credit for the class. The final grade is based on individual quarter grades and a comprehensive subject-area test.

In subjects that earn 2.0 credits per year (English, Math, Science and History), a scholar who fails will be required to take an additional class to recover the lost credits. There are two ways this occurs, depending on how many classes a scholar is failing that academic year:

1. **One class:** The scholar can recover credit by taking an intensive summer school class in this subject at his/her expense and/or at the school if offered. In order to recover credit, the class must be approved by the school.
2. **Two or more classes:** A scholar is required to repeat the grade.

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In subjects that require less than four years of credits (Foreign Language, Physical Education, Health and Electives), a scholar must make up the class in a subsequent school year after the school day, during the summer or another time the school deems appropriate (at his/her expense).

Seniors who fail a class but need the credit to graduate must take an intensive summer school class and cannot partake in commencement activities.

Given that Uncommon Charter High School has provided four tiers of scholar support throughout the school year –Weekly Progress Reports, Office Hours, Weekly Check-in Meetings with the Advisor, and Saturday School – summer coursework for all subjects is the responsibility of the family, both financially and logistically. Subject-area teachers will supply the directions and expectations for summer research projects.

Scholars who need summer remediation and do not fulfill all requirements will automatically be retained.

Graduation Credit Requirements:

- a) English: 4 years (8 credits)
- b) Math: 3-4 years (6-8 credits)
- c) Science: 4 years (8 credits)
- d) History: 4 years (8 credits)
- e) Foreign Language: 3 years (6 credits)
- f) Electives: 3 years (6 credits)
- g) Physical Education: 2 years (4 credits)

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent promoted
2016	N/A	N/A
2017	100	88

ADDITIONAL EVIDENCE

Of 116 students, 100 met academic requirements to be promoted.

Goal 1: Leading Indicator

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Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	N/A	N/A
2015	N/A	N/A
2016	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

¹ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciaj/multiple-pathways/>.

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RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

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Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report

Percentage of the 2014 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
English CC	N/A	N/A	N/A
Living Environment	N/A	N/A	N/A
Global History	N/A	N/A	N/A
US History	N/A	N/A	N/A

Pathway Exam Passing Rate

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by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent Passing a Pathway Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	88%
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	N/A
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

- Continued Evaluation of Promotion
- Continued Regents-Specific Practice
- Continued Advanced Placement offerings

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION:

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an Advanced Placement exam with a score of 3 or higher	N/A	N/A	N/A
Passing a college level course offered at a college or university or through a school partnership with a college or university	N/A	N/A	N/A
Achieving the college and career readiness benchmark on the SAT	N/A	N/A	N/A
Earning a Regents diploma with advanced designation	N/A	N/A	N/A
Overall	N/A	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not

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included in the College and Career Readiness Index under the state's NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).³

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012	N/A	N/A	N/A
2016-17	2013	N/A	N/A	N/A
2017-18	2014	N/A	TBD	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Goal 2: Comparative Measure

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
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³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state's finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

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2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate $=[(b)/(a)]*100$
2012	N/A	N/A	N/A
2013	N/A	N/A	N/A
2014	N/A	N/A	N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A

ACTION PLAN

- Continued Evaluation of Promotion
- Continued Regents-Specific Practice
- Continued Advanced Placement offerings

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Students will be proficient readers and writers of the English language

BACKGROUND

Reading instruction at Kings Collegiate is based around shared, whole-class novels. The curriculum develops reading comprehension skills and strategies and vocabulary. Whole-class novels are selected for each grade that are appropriately leveled for the majority of students in that grade. The whole-class novels should be accessible for students with the appropriate scaffolding. Additionally, during the 2017-2018 school year, Kings Collegiate added a “Small Group Instruction” period three times a week where all students were placed in small groups to work on either reading or math skills. The teacher/student ratio for these groups was 1:10.

In Writing classes at Kings Collegiate, students learn the essential skills of grammar and writing. Writing class explicitly supports the work that students are doing in Reading class, as students learn to write strong responses to literature in short answer and essay formats and use weekly vocabulary words from Reading class in their daily writing assignments.

Kings Collegiate Charter School uses data from the following assessments to ensure student proficiency in English Language Arts:

- Criterion-referenced New York State exams in English Language Arts;
- Leveled Reading Assessments
- Internally developed Interim Assessments in English Language Arts;
- Internally developed Final Examination in English Language Arts.

Kings Collegiate Charter School administered three internally developed and aligned Interim Assessments and a Final Exam in English Language Arts (Reading and Writing) during the 2017-2018 school year. These assessments were created to reflect the school’s scope and sequence in Reading and Writing, and to mirror the style and scope of the New York State English Language Arts exams. Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and a listening comprehension section with multiple choice and open response questions or an extended response/essay section. The assessments also included at least two editing passages that assessed student mastery of grammar, capitalization, and punctuation skills.

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After the tests were administered, KCCS teachers graded each exam and KCCS administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, KCCS teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. KCCS also utilized the information to target content- and skills-driven tutoring.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 5th through 8th grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
5	88					88
6	88				1	89
7	84					84
8	86				1	87
All	346					349

RESULTS AND EVALUATION

On the 2017-18 NYS ELA exam, 53% of students in their second year at Kings Collegiate scored proficient. When looking at all students, including those that have been at Kings Collegiate for less than 2 years, 51% of students scored proficient. Overall, the percent of students scoring proficient on the NYS ELA exam increased with the number of years that students have been enrolled at Kings Collegiate, with 54% of 8th graders enrolled for at least two years or more scoring proficient.

In the fifth year of the administration of the NYS Common Core exam in English Language Arts, the school did not meet this measure. It is still the school’s goal to see that at least 75% of students reach proficiency on the Common Core exam, and we are looking forward to implementing a higher

⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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level of rigor in our English Language Arts classes going forward to better prepare our students to meet this bar.

Performance on 2017-18 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	43%	88	0%	10
6	63%	88	69%	71
7	45%	84	43%	74
8	52%	86	54%	76
All	51%	346	53%	231

ADDITIONAL EVIDENCE

Though we have seen scores drop with the advent of the Common Core English Language Arts exam, we feel energized by the rigor that the exams present for our students as we work to prepare them for college. Over the past several years, we have seen that students who are enrolled longer at Kings Collegiate are more likely to score proficient on the NYS ELA exams. For instance, in 2017-2018, we had an 8% increase from 2016-2017. 2016-2017 we had a 5% increase from 2015-2016 and in 2015-2016, we had a 9% increase from 2014-2015. We look forward to seeing these numbers continuing to increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams. We feel positive about the momentum we have seen over the past few years in terms of student growth in English Language arts

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency													
	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested
5	50%	10	0%	15	0%	5	0%	5	0%	8	7%	14	0%	0
6	77%	70	22%	59	27%	71*	33%	67	44%	71	37%	71	69%	49
7	95%	61	38%	68	32%	56	27%	71	42%	79	54%	76	43%	32
8	75%	56	37%	63	37%	65	45%	62	48%	67	59%	79	54%	41
All	81%	197	30%	205	31%	199	34%	205	43%	225	48%	240	53%	122

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Goal 3: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Kings Collegiate scored a PLI of 142 for the 2017-18 school year.

Kings Collegiate achieved a Performance Level Index of 142. MIP for NY State has not yet been released at the time of this report so we are unable to determine if we have met this measure.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
346	18	31	32	18

$$\begin{array}{rclclclcl}
 \text{PI} & = & 31 & + & (2*32) & + & (2.5*18) & = & 142 \\
 & & & & & & \text{PLI} & = & 142
 \end{array}$$

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁵

RESULTS AND EVALUATION

Kings Collegiate students who had been with us for at least 2 years outperformed Community School District (CSD) 18 by 17 percentage points. The school outperformed the district in all grades except for 5th grade. In 6th grade, Kings Collegiate’s performance exceeded the CSD 18 performance by 32% and in 8th grade, Kings Collegiate’s performance continued to exceed CSD 18 performance by 8%. This demonstrates that the longer students are enrolled at Kings Collegiate, the more prepared they are for rigorous curriculum and to succeed in college.

Kings Collegiate met this measure in all grades except for grade 5, where the 10 students who tested in grade 5 for second year underperformed the district by 30 percentage points. Overall, the school outperformed the 6th grade in Community School District 18 by 32 percentage points, and by 11 and 44 percentage points in the 7th and 8th grade respectively.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	0%	10	30%	1,158
6	69%	71	37%	1,061
7	43%	74	32%	1,101
8	54%	76	46%	1,056
All	53%	231	36%	4,376

⁵ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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ADDITIONAL EVIDENCE

Despite changes to the NYS ELA testing program, Kings Collegiate students continue to outperform their district counterparts in English Language Arts across almost all grades. While the gap in performance between Kings' students and students in the district has decreased with the new Common Core standards, each year, we continue to make greater gains with the NYS ELA Common Core Assessment. We still know that there is still a good deal of work to do to prepare our students for the level of performance that we expect of them.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students													
	2011-12		2012-13		2013-14		2014-15		2015-2016		2016-2017		2017-2018	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	30%	50%	0%	23%	0%	24%	0%	23%	0%	28%	7%	25%	0%	30%
6	57%	41%	22%	16%	27%	18%	33%	24%	44%	26%	37%	20%	69%	37%
7	67%	41%	38%	19%	32%	19%	27%	19%	42%	27%	54%	23%	43%	32%
8	52%	31%	37%	19%	37%	23%	45%	28%	48%	34%	59%	15%	54%	46%
All	57%	41%	30%	19%	31%	21%	34%	23%	43%	29%	48%	21%	53%	36%

Goal 3: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute ("Institute") conducts a comparative performance analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

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RESULTS AND EVALUATION

The table below shows that the school's overall comparative performance is higher than expected. Students at Kings within grades 5-8 performed better than predicted based on their free lunch status on the 2016-17 ELA exam, with a significant effect size in grades 6-8. Overall, the table below shows that in general, students enrolled at Kings Collegiate perform higher than expected on the NYS ELA exam the longer they are enrolled at the school.

Kings Collegiate met this measure overall and most specifically with a significant effect size in grades 6, 7, and 8.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	81.1	89	25	25.0	0.00	0.00
6	82.8	84	35	20.9	14.1	0.94
7	78.4	87	52	31.4	20.6	1.11
8	75.6	82	60	37.2	22.8	1.24
All	79.5	342	42.7	28.5	14.2	0.81

School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

Over the past eight years, Kings Collegiate has exceeded its predicted performance on the NYS ELA exams. This demonstrates that the school is moving in a positive direction with ELA instruction. It also shows that as students spend more time at the school, their performance improves and moves further away from predicted performance based on income.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2009-10	5-7	56	203	51.2	42.7	0.54
2010-11	5-8	61	264	50.8	41.9	0.53
2011-12	5-8	63	274	51.1	43.5	0.45
2012-13	5-8	79	287	25.4	19.9	0.38
2013-14	5-8	77	282	28.3	20.7	0.50
2014-15	5-8	79	309	30.2	19.9	0.69
2015-16	5-8	82	325	38.1	24.8	0.81
2016-17	5-8	80	342	42.7	28.5	0.81

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Goal 3: Growth Measure⁶

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁷

RESULTS AND EVALUATION

In 2016-17 the Mean Growth Percentile for Kings Collegiate overall was 53.0. This is in comparison to the Statewide Median of 50.

Kings Collegiate scored a 53.0 for the Mean Growth Percentile in comparison to the Statewide Median of 50, therefore Kings Collegiate met this measure.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	42.7	50.0
6	59.6	50.0
7	55.3	50.0
8	43.0	50.0
All	53.0	50.0

ADDITIONAL EVIDENCE

Over the past several years, Kings Collegiate has exceeded the Statewide Median of 50 and therefore Kings Collegiate met this measure. We feel confident that Kings Collegiate building off of the growth students have year to year and that the longer the students are with us, the more growth we see.

English Language Arts Mean Growth Percentile by Grade Level and School Year

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁷ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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Grade	Mean Growth Percentile						
	2011-12 ⁸	2012-13	2013-14	2014-15	2015-16	2016-17	Statewide Median
5		47	52	54	56.7	42.7	50.0
6		67	72	67	57.7	59.6	50.0
7		70	66	62	60.3	55.3	50.0
8		60	54	54	47.5	43.0	50.0
All		<u>64</u>	<u>61</u>	<u>60</u>	<u>56.3</u>	53.0	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Kings Collegiate met 3 out of the 4 applicable English Language Arts goal and we feel confident we will reach 1 of 2 absolute goals once the MIP data is released.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Achieved

ACTION PLAN

The school is energized by the challenge that the more rigorous Common Core standards present.

Beginning six years ago, Uncommon Brooklyn Middle School ELA Department Coordinators worked with principals, the Associate Managing Director, and the Director of Staff Development to begin modifying the Uncommon Brooklyn Middle School scope and sequence documents for ELA and Math (and the accompanying Interim Assessments), incorporating many of the Common Core Learning Standards. In 2015-2016, the Department Coordinators completed the modifications to the Uncommon Brooklyn Middle School ELA and Math scope and sequence documents and Interim

⁸ Grade level results not available.

Assessments, ensuring that each Common Core Learning Standard is taught and assessed and now have outsourced the creation of the Interim Assessments to an external company that will ensure the tests have no teacher bias, are appropriately rigorous, and well aligned to the Common Core. Starting this aligned assessment process for the fourth year in a row at the start of the 2018-19 school year gives us confidence that our teachers will be able to backwards plan effectively for ELA instruction this year.

In addition, a more rigorous set of grade level common texts was chosen across grades at the end of last year, and Kings Collegiate reading teachers (as well as all other Uncommon middle school teachers) will now be teaching these more rigorous texts. For example, several texts were moved down a grade level or two to account for the more rigorous text expectations and texts formerly taught in 8th grade will be taught in 6th. The school has also made adjustments to its guided reading program to maximize that time which is crucial for teachers to be able to work with students at their instructional level. The scheduling of these blocks has been adjusted so that special education teachers are able to work with the school's lowest readers multiple times a day and support more readers across grades. The school is keeping multiple Guided Reading section grades 5 – 8 to help support our lowest readers. We have also added an additional 15 minutes of independent reading for all students 2 times a week throughout the day to build independent reading skills. Our lowest 7th and 8th grade students will receive ELA small group instruction 4 times a week during the Small Group Instruction block that occurs for 45 minutes 3 days a week which allows them to maximize their Reading and Writing block to ensure they are still receiving full instructional time in the classroom. In addition, the school's Dean of Curriculum and Instruction will be spending more time instructing students through guided reading in order to serve as a model for other teachers to observe. The last adjustment to our schedule occurs, on Fridays when all students will have a co-taught ELA block where they will engage in a close-reading exercise to develop their ability to analyze and interpret author's craft using dense portions of highly rigorous texts.

Finally, professional development and instructional leadership decisions have been made to increase the effectiveness of the ELA program. This year there will be continued PD for all teachers, regardless of the subject they teach, on Evidence Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion. Nonfiction study will continue to be incorporated into history and science classes on a more regular basis, and Instructional Leaders will be planning to co-teach with our most rookie teachers to ensure they have the most effective instruction possible while they learn to become great teachers.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).⁹ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. In the 9th Grade class 24% of students scored at least a 4 on the Regents English Common Core.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort¹⁰

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	NA	NA
2013	NA	NA
2014	NA	NA

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	N/A	N/A	N/A	N/A	N/A	N/A

⁹ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

¹⁰ Based on the highest score for each student on the English Regents exam

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2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	N/A	N/A
2017					107	24%

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. In the 9th Grade class 54% of students scored at least a 3 on the Regents English Common Core.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort¹¹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	N/A	N/A
2017					107	54%

¹¹ Based on the highest score for each student on the English Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹² To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report

.English Language Arts Performance Index (PI)
For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	N/A	N/A	N/A	N/a

$$PI = [?] + [?] + [?] = [?]$$

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the

¹² For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Percent Achieving Performance Level 4 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

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RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Percent Achieving Performance Level 3 or Higher on English Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

English Regents Performance Index (PI)¹³ of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	N/A	N/A	N/A	N/A

¹³ For an explanation of the procedure to calculate the school’s PI, see page 28.

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2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁴

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Goal 3: Growth Measure

¹⁴ Based on the highest score for each student on the English Regents exam

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Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁵

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹⁶

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at	N/A

¹⁵ Based on the highest score for each student on the English Regents exam

¹⁶ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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	or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

- Continued Evaluation of Promotion
- Continued Regents-Specific Practice
- Continued Advanced Placement offerings

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For

this reason, our students take 90 minutes of math per day. In doing this, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

Kings Collegiate Charter School uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

Kings Collegiate Charter School administered four internally developed and aligned Interim Assessments and a Final Exam in Math during the 2017-18 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. Similar to the state exam, the Math Interim Assessments were administered in two parts; a 25-35 question multiple-choice section and a 6-12 question open-response section. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, KCCS teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, KCCS teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. KCCS also utilized the information to target content- and skills-driven tutoring after school and on Saturdays.

In 8th grade Math, students did not take the New York State Test but instead, the Regents examinations in Common Core Algebra were administered for the third consecutive year (previously we had administered the Integrated Algebra Regents exam). In preparation for this, students were taught the Common Core curriculum that addressed all New York State standards. Preparing our students to take this high-school level examination early, while still in middle school, speaks both to the rigor of our math curriculum and the abilities of our students.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 5th through 8th grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2017-18 State Mathematics Exam Number of Students Tested and Not Tested

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Grade	Total Tested	Not Tested ¹⁷					Total Enrolled
		IEP	ELL	Absent	Nullified	Refused	
5	85				1		86
6	88					1	89
7	84						84
8	0						87
All	257						346

RESULTS AND EVALUATION

During the 2017-18 school year, 47% of students in grades 5 – 7 earned scores of 3 or 4 on the NYS math exam. 45% percent of 5th – 7th grade students enrolled at least their 2nd year at Kings scored 3 or 4 on the NYS math exam. Students who have been enrolled longer at Kings Collegiate demonstrated stronger performance on the exam. Additionally, 8th grade students at KCCS take the Algebra 1 Common Core Regents exam and therefore, do not take the New York State 8th Grade Math exam.

Kings Collegiate did not meet this measure in its fourth year of administering the NYS Common Core assessment in math. It is still the school's goal to see that at least 75% of students reach proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our Math classes going forward to better prepare our students to meet this bar. Based off the data, we firmly believe, however, the longer students are with us, the better they perform.

Performance on 2017-18 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	48%	85	10%	10
6	39%	88	40%	75
7	54%	84	54%	74
8	N/A	0	N/A	0

¹⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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All	47%	257	45%	159
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ADDITIONAL EVIDENCE

While the school did not meet or exceed this goal this year the school increased its percentage of proficient students by 7% overall, with each grade level seeing an increase with the largest increase in 5th grade by 13%. Additionally, the data does not include our 8th grade cohort as they take the Algebra 1 Common Core Regents in place of the State Exam. Our data points to the fact that students who are with us longer, do better. Therefore, our 8th grade cohort is our strongest cohort in math and their scores were not included in our overall percentage this year as they did not take the NYS Math test. Additionally, we had 78% of our 8th cohort pass the Common Core Algebra 1 Regents showing that we are on the right track to preparing our 5th – 7th graders for high school level Common Core math curriculum. We are confident that our strong track record in mathematics as well as the deep level of Common Core alignment that our instructional leaders have conducted will help the school demonstrate strong performance going forward.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency													
	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested
5	100%	10	0%	15	20%	5	20%	5	0%	8	7%	1	10%	1
6	100%	70	54%	59	57%	72	66%	72	41%	75	44%	32	40%	30
7	100%	61	43%	68	65%	57	62%	57	42%	79	54%	41	54%	40
8	100%	56	37%	63	52%	65	N/A	N/A	N/A	N/A	N/A	0	N/A	0
All	100%	197	41%	205	57%	199	62%	89	40%	162	46%	74	45%	71

Goal 4: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at

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each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Kings Collegiate achieved a Performance Index of 133.

Kings Collegiate achieved a Performance Level Index of 133. MIP for NY State has not yet been released at the time of this report so we are unable to determine if we have met this measure.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
257	24	29	25	21

$$PI = 29 + (2 \times 25) + (2.5 \times 21) = 133$$

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁸

RESULTS AND EVALUATION

Kings Collegiate's percentage of students scoring proficient or advanced proficient on the NYS Common Core mathematics exam exceeded the percentage of students in Community School District 18 scoring proficient or advanced proficient on the exam in the same grades by 18% percentage points overall.

Once again, Kings Collegiate met its comparative measure with its overall percentage of student scoring proficient exceeding the percentage of students in CSD 18 scoring proficient or advanced

¹⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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proficient. With the exception of 5th grade, the percentage of students in their second year at Kings Collegiate scoring proficient in 6th and 7th grade was almost doubled the percentage in the district. While Kings Collegiate is still not satisfied with its performance and hopes to get all students to proficiency as quickly as possible, the school is glad that it is able to offer students a viable alternative to math instruction in the district which is putting far fewer students on a path to mathematics proficiency.

2017-18 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	10%	1	27%	1,180
6	40%	30	24%	1,073
7	54%	40	24%	1,111
8	N/A	0	N/A	N/A
All	45%	71	27%	3,364

ADDITIONAL EVIDENCE

Kings Collegiate students continue to outperform the district average for math across all grades and have done so for the past several years.

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Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students													
	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	60%	44%	0%	19%	20%	27%	20%	19%	0%	27%	7%	25%	10%	27%
6	89%	40%	54%	19%	57%	21%	66%	19%	41%	20%	44%	20%	40%	24%
7	93%	41%	43%	15%	65%	18%	62%	15%	42%	19%	54%	23%	54%	24%
8	96%	36%	37%	16%	52%	9%	N/A							
All	91%	40%	41%	17%	57%	19%	62%	17%	40%	22%	46%	23%	45%	27%

Goal 4: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The chart below displays how Kings Collegiate students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students. As evidenced in the chart, Kings Collegiate students performed much better than predicted in all grades, and had significant positive effect sizes overall and in each grade.

Once again, Kings Collegiate met and exceeded this measure with a significant positive effect size.

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2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	81.1	89	35	30.4	4.6	0.25
6	82.8	84	42	25.1	16.9	0.86
7	78.4	87	54	24.5	29.5	1.44
8						
All		253	43.6	26.7	16.9	0.85

School's Overall Comparative Performance:

Higher than expected to a large degree.

ADDITIONAL EVIDENCE

Kings Collegiate continues to exceed predicted performance in mathematics across all grades. Similar to its results in ELA, Kings Collegiate students who have spent more time at the school, fare better each year in exceeding predicted performance.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	5-7	58.7	203	83.3	54.4	1.53
2010-11	5-8	61	265	80.0	54.8	1.24
2011-12	5-8	62.8	274	83.6	55.4	1.34
2012-13	5-8	78.8	287	37.0	18.9	1.00
2013-14	5-8	78	285	50	24	1.35
2014-15	5-7	79	242	54	25.9	1.46
2015-16	5-7	82.6	253	48.2	24.2	1.22
2016-17	5-7	80.7	260	43.6	26.7	0.85

In addition, the school administered the NYS Common Core Algebra Regents in Grade 8 in lieu of the 8th grade State Math exam following guidance from NYSED which allowed students to forego the 8th grade math exam if they took the Regents instead. In our fifth year of administering the exam, 78% our 8th graders tested passed. We feel this shows that every year we have with the Common Core curriculum will only make our teachers and cohorts stronger. Additionally, we feel that the Regents results are representative of the strong mathematics instruction students are

receiving to help prepare them for college as they are taking these Regents exams in 8th grade instead of waiting for high school which is typical of many students in New York State.

Common Core Algebra Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Year	Number Tested	Percent Passing
2014	65	66%
2015	67	79%
2016	71	90%
2017	82	95%
2018	88	78%

Goal 4: Growth Measure¹⁹

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.²⁰

RESULTS AND EVALUATION

In 2016-17 the Mean Growth Percentile for Kings Collegiate overall was 69.8. This is in comparison to the Statewide Median of 50.

Kings Collegiate scored a 69.8 for the Mean Growth Percentile in comparison to the Statewide Median of 50, therefore Kings Collegiate met this measure.

¹⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

²⁰ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

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2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	61.0	50.0
6	69.8	50.0
7	76.9	50.0
8	N/A	50.0
All	<u>69.8</u>	50.0

ADDITIONAL EVIDENCE

Over the past five years, Kings Collegiate has exceeded the Statewide Median of 50 by at least 10 point and therefore Kings Collegiate met this measure. We feel confident that Kings Collegiate building off of the growth students have year to year and that the longer the students are with us, the more growth we see.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile						Statewide Median
	2011-12 ²¹	2012-13	2013-14	2014-15	2015-16	2016-17	
5		64	60	59	68.2	61.0	50.0
6		80	74	84	69.5	69.8	50.0
7		72	72	65	66.1	76.9	50.0
8		56	58	N/A	N/A	N/A	50.0
All		<u>68</u>	<u>66</u>	<u>70</u>	<u>68.0</u>	<u>69.8</u>	50.0

SUMMARY OF THE MATHEMATICS GOAL

While Kings Collegiate students have consistently demonstrated strong performance in math over the past years, the Common Core standards presented a new level of rigor that fewer students were able to meet over the past three years. Despite this more rigorous exam, the school met four of its five accountability plan goals. Student performance in math at Kings Collegiate continues to exceed the performance of students in the local district and the performance of similar students across the state based on free lunch eligibility. The school did not meet its absolute goal this year, however, of at least 75% of students scoring proficient or advanced proficient on the Common Core math exam.

²¹ Grade level results not available.

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Additionally, we are happy to report that our 8th graders took the Common Core Regents exam for fourth time and 78% passed ($n=88$). Our students' strong performance on this high school level exam demonstrates the rigor of our Math program and the strong skills and achievement level of our students

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did not achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	Achieved

ACTION PLAN

The increase in absolute performance across our school in mathematics on the 2017-18 Common Core mathematics exam has demonstrated that we have taken the right steps since Common Core was implemented but we still need to put more careful thought into what we are doing to increase the rigor of the school's math program. In order to address this, the Principal of the school, a former math teacher with consistently successful results of 100% of his students receiving 3s and 4s in 2008 and 2009, will continue coaching and giving feedback to math teachers as well as ensuring that all math lessons and curricula are Common Core aligned. The school will also add an additional math instructional coach and therefore, the math department will consist of the two 8th grade math teachers who achieved 95% on the Algebra 1 Common Core Regents and the Principal. We will still have a staff resource to monitor math instruction, the school, along with other Uncommon Schools across Brooklyn. Additionally, the school will have co-teaching in each math class for at least 30 minutes per day to allow for additional response to data, aggressive monitoring, and scaffolding as needed. Finally, the school will be working with other Uncommon Schools to streamline instructional materials across schools and make sure that teachers are not reinventing the wheel, but instead are using the best instructional materials available for each objective they teach so that their time can be spent on the highest leverage instructional activities like assessing students, tutoring, and differentiating instruction.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.²² This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort²³

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. OF the 9th Grade Students who tested, 65% of students scored at least a level 4.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	N/A	N/A
2017					107	65%

²² Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

²³ Based on the highest score for each student on a mathematics Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort²⁴

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. Of the 9th Grade Students who tested, 96% of students scored at least a level 4.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	N/A	N/A
2017					107	96%

²⁴ Based on the highest score for each student on a mathematics Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.²⁵ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	N/A	N/A	N/A	N/A

$$\begin{array}{cccccccccccc}
 \text{PI} & = & [?] & + & [?] & + & [?] & + & (.5)*[?] & = & [?] \\
 & & & & & & & & \text{PI} & & [?]
 \end{array}$$

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Goal 4: Comparative Measure

²⁵ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Mathematics Regents Performance Index (PI)²⁶ of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School	School District
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²⁶ For an explanation of the procedure to calculate the school’s PI, see page 46.

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	PI	Cohort Size	PI	Cohort Size
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁷

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Goal 4: Growth Measure

²⁷ Based on the highest score for each student on the English Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁸

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ²⁹

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

²⁸ Based on the highest score for each student on the mathematics Regents exam

²⁹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

- Continued Evaluation of Promotion
- Continued Regents-Specific Practice
- Continued Advanced Placement offerings

GOAL 5: SCIENCE

Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

BACKGROUND

The Science curriculum at Kings has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. Our fifth and sixth grade science curriculum is designed to equip students for more in-depth studies

of Biology, Chemistry, and Physics in high school. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that align with our science content. Science instruction consistently reinforced both math and reading comprehension skills, and our science teachers frequently worked closely with both our math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important skills from the math curriculum. In terms of supporting literacy, planning time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills. In eighth grade Science, the Regents examinations in The Living Environment were administered for the fifth year in a row. In preparation for this, students participated in a rigorous course of study and set of laboratory activities, again using literacy skills to complete lab reports throughout the year and conduct research. Students took the Living Environment Regents exam in lieu of the 8th grade State Science exam, following guidance from NYSED which allowed students to forego the 8th grade science exam if they took the Regents instead.

Goal 5: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

METHOD

In lieu of administering the New York State Testing Program science assessment in 8th grade science, the school administered the Regents examination in the Living Environment. The state has set the passing score for Regents exams at 65.

RESULTS AND EVALUATION

76% of students tested ($n=88$) scored a 65 or higher on the Living Environment exam, which was equivalent to passing the exam.

This measure was met, with 76% of students achieving “proficiency” as measured by a passing grade of 65 or higher on the Regents exam (equivalent to “Level 3 or higher” on the State Science exam).

Science Regents Passing Rate by Cohort and Year

Year	Number in Cohort	Percent Passing
2014	66	91%
2015	67	81%
2016	72	85%

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2017	82	88%
2018	88	76%

ADDITIONAL EVIDENCE

The table below shows performance of Kings Collegiate 8th graders on the Living Environment Regents exam for the past five years. For the past five years, the majority of students passed the Regents exam with a score of 65 or higher.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency											
	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	91%	65	91%	65	81%	67	86%	71	88%	82	76%	88
All	91%	65	91%	65	81%	67	86%	71	88%	82	76%	88

Goal 5: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

At the time of this report, comparative NYS Science exam and NYS Regents exam data had not yet been released. Kings Collegiate will update this report when the data becomes available.

ADDITIONAL EVIDENCE

Over the past several years, Kings Collegiate 8th graders have consistently out-performed the district when comparing their Living Environment Regents scores to the districts' Science State Exam Scores. We expect the trend to remain the same when the 2017-18 data is released for the district.

SUMMARY OF THE SCIENCE GOAL

Kings Collegiate exceeded its one measurable science goal for the 2017-18 school year and feels confident that it will exceed the comparative goal once data is released on Community School District 18's Living Environment Regents performance.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Achieved

ACTION PLAN

Kings Collegiate looks forward to continuing to build on the success of our successful Regents exam administration in the following ways:

- Implementing a new, aligned curriculum produced by the Uncommon Curriculum and Assessment Team.
- Utilize ELA strategies and instruction in the Living Environment classroom to ensure our lowest readers can understand the text of the Common Core Curriculum for Living Environment
- Align classroom lessons and materials to revised Scope & Sequence for science grades 5-8 that builds up to Regents preparation in 8th grade and also adds elements of Common Core standards so that this course is aligned to the new Common Core Regents expectations

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. All students take Living Environment in 8th Grade. Only those who do not pass in 8th grade test again in 9th Grade. Of the students testing this year, 81% scored a 65 or higher.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort³⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. All students take Living Environment in 8th Grade. Only those who do not pass in 8th grade test again in 9th Grade. Of the students testing this year, 81% scored a 65 or higher.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	N/A	N/A
2017					107	81%

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

³⁰ Based on the highest score for each student on any science Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. Students will begin taking the US History Regents Exam their Junior year. June of 2020 for the founding class.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort³¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65

³¹ Based on the highest score for each student on a science Regents exam

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2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. Students will begin taking the US History Regents Exam their Junior year. June of 2020 for the founding class.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015			N/A	N/A	N/A	N/A
2016					107	0%

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. Students will begin taking the US History Regents Exam their Junior year. June of 2019 for the founding class.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. Students will begin taking the US History Regents Exam their Junior year. June of 2019 for the founding class.

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. Students will begin taking the US History Regents Exam their Junior year. June of 2019 for the founding class.

³² Based on the highest score for each student on a science Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015			N/A	N/A	N/A	N/A
2016					N/A	N/A

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Global History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A

EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

GOAL 7: ESSA

Goal 7: ESSA

Write the school's Accountability Plan ESSA goal here.

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

ADDITIONAL EVIDENCE

The High School was founded in 2017 with a 9th grade class for 2017-2018 and has not had a graduating cohort. There is no data to report.

Accountability Status by Year

Year	Status
2015-16	N/A
2016-17	N/A
2017-18	N/A



APPENDIX A: OPTIONAL GOALS